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| Diploma Programme subject outline—Group 2: language acquisition | | | | | | | | | | |
| School name | Hellgate High School | | | | | | School code | 922669 | | |
| Name of the DP subject  (indicate the language) | French B: Standard Level | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher  (not applicable for languages ab initio) |  | Standard completed in two years | | X | Standard completed in one year \*  (not applicable for languages ab initio) | | |  |  |
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| Name of the teacher who completed this outline | Kathleen Ruth | | | Date of IB training | | |  | | | |
| Date when outline was completed | 20 December 2011 | | | Name of workshop  (indicate name of subject and workshop category) | | |  | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the Handbook of procedures for the Diploma Programme.

1. If you will be teaching language B higher level, identify the two works of literature to be studied

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1. Course outline

* Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
* This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
* This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
* If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  | Topic  (as identified in the  IB subject guide)  State the topics in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
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| One class is |  | minutes. |
| 49 |
| In one week there are |  | classes. |
| 5 |
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| Year 1 | **Media and Culture:** The History of French Cinema  Le Camera-Stylo: Film in Modern France  Clichés in Modern cinema  Sensationalism: Cinema in the United States  Advertising | This unit will begin with an examination of the history of film and cinema. Students will learn to examine films as an expressive art form rather than entertainment. La Nouvelle Vague will be introduced, as well as vocabulary that students will continue to use to write about and discuss other topics which will be illustrated in selected films.  Students will also learn essential structures for expressing opinions written and orally, i.e. I think that, I assume that, I doubt, In my opinion, I believe that, etc.  This unit will include a review of language structures, strengthen topics learned in the year prior, and focus on the register, use of pronouns, and selection of tenses.  Students will examine the role of advertising and budget in entertainment and how that may differ between French society and their own. | 60 hours= 14 weeks | | | This section will most develop student’s listening, comprehension, writing and speaking skills. The simple comparison between French and American cinema will allow students to focus on discussion and writing skills while preparing them to express their opinions in response to culturally authentic publications (movie trailers, movie reviews, interviews, and texts on the subjects being studied.  Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.  Students will be expected to choose a French movie of their choice, watch it in French, and determine whether it does or does not fall into generalizations about French cinema in comparison to American films. | Cinema for French Conversation  Discovering French: Rouge  LeMonde.fr: movie reviews  Cinéfil.com: Movie Trailers and reviews  Selected films from Les Frères Lumières: La Sortie de l’Usine à Lyon ; Serpentine |
|  | **Social Issues:**  Family Relationships  Education  Friendship  My role in Society  **Societies beyond their borders:**  Poverty  Violence  French society: WWII  Poetry | Throughout this unit, students will examine societal roles; specifically those of students, friendships, and family relationships. Students will examine their own role in society and make comparisons between their role, their society and those of Antoine Doniel and Julien in Les 400 Coups and Au Revoir les Enfants.  Students will also engage in oral and written activities that discuss the readings about the lives of the directors of these films, and discuss how the notions that French cinema is an art film extend from the previous unit. They will examine these films as autobiographies and discuss the messages that each director is sending to his audience.  Students will also examine French society during World War II. Students will examine France’s role in this war, especially from Julien’s point of view in the film Au Revoir Les Enfants.  Students will be introduced to poetry and examine the difficulties of translation in a surrealist poem. Students will be challenged to discover what images and feelings are evoked in a short but very descriptive poem with several words that can be translated several ways. | 60 hours= 14 weeks | | | Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.  Students will write their own poems mimicking the surrealist style, choosing words with double meanings and imitating the tone of the serious poem.  Students will write letters to/from the two sets of friends from the two films in class. | Discovering French : Rouge  Les 400 Coups, *François Truffaut*  Au Revoir Les Enfants, *Louis Malle*  Biography : François Truffaut  Biography : Louis Malle  La France pendant la seconde guerre mondiale: Atlas Historique  Le Medecine de Villeneuve, *Louis Aragon* |
|  | **Societies: From real to imaginary**  Contes de Fée  The ideal society  Infinite possibilities: Writing  Language and thought  Translation | Students will discuss universal societal ideals and their representation in children’s stories and fairy tales.  Students will examine multiple types of imaginary societies in Le Petit Prince. Students will examine the characters in each society and discuss the metaphors that these characters and societies represent. Students will examine these created societies and discuss the role of thought and knowledge and the ways of knowing described in each.  Students will examine the limitless ability of writing to create infinite places and people and ideal vs. reality.  Students will examine the passé simple tense used to express past events in a literary work.  Students will be reading their first major, unabridged work of literature and they will examine how many multiple ways things can be translated. Through examining translation, students will focus on language and thought and the differences of conceptualizations of the world around them in different languages.  Students will examine the differences between the voice and expressions of a child and more formal writing of adults, while further discussing the theme of youth vs. adulthood that was introduced during film studies. | 33 hours = 8 weeks | | | Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.  Students will complete comprehension assessments for most reading assignments.  Students will be responsible for presenting individual sections of the novel to the class through oral, written, and artistic means of expression.  Students will practice writing in styles that illustrate the differences between youthful tones and professional and more formal styles of writing. | Discovering French: Rouge  La Belle et La Bête  Other selected French fairy tales  Le Petit Prince, *Antoine de St. Exupéry* |
| Year 2 | **Language and Culture: Social Class**  History of social class in France  The French Revolution  Global Issues: Famine, Poverty and Violence  **Literary Work: Les Misérables** | Students will expand upon their reading and comprehension skills to read about the history of France in the target language. Students will learn vocabulary words and expressions for important historical events and how to express their significance, as well as fine-tuning their use of imperfect and past tenses.  In examining the history of the French revolution, students will explore the global issues of famine and poverty and their direct relationship with violence in the historical context of the French revolution.  Students will also read several poems by Victor Hugo and expand upon the notions of social class and his extreme sentiment and empathy for the peoples of lower and poor social classes. Students will examine the paradox of his aristocratic status and the emotions which moved him to help the underprivileged in a political and literary fashion.  Students will read an abridged version of Victor Hugo’s Les Misérables. Their reading skills will be greatly enhanced as this is widely considered as one of the most pinnacle literary works of the 19th century. | 53 hours= 13 weeks | | | Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.  Students will complete comprehension assessments for most reading assignments.  Students will be responsible for presenting personal research they gather about a current society or group of people in a Francophone country that are experiencing paralleled hunger, poverty, or violence in our modern world.  Students will write a poem to/about this group of people using Hugo as inspiration and imitating his use of nature and deep expression of personal emotion.  Students will engage in oral activities to discuss and present their opinions on the extent to which Hugo acted out of reason, emotion, or both. | Discovering French: Rouge  Grammaire Francaise, *Jaqueline Olivier*  Histoire de la Révolution Française, Vol. I, ; *Adolphe Thiers*  Selected poems, *Victor Hugo*  Olympia, ou la vie de Victor Hugo, *André Maurois* |
|  | **Language at the root of Culture**  Linguistic Differences  Language and Conceptualization of the World  Linguistic minorities and Linguistic imperialism  Pidgins and Creoles | Students will briefly examine samples of other languages in comparison to their native language and the target language. Students will be able to draw conclusions about similarities between their own language and the target language.  In this examination, students will see several examples of languages that conceptualize differently (i.e. languages that use different tenses in formal and informal situations, languages that have specific endings for specific people, objects, or religious items, languages that do not use tenses or subjects.)  Students will examine the creation of pidgins and creoles. They will examine these types of languages from a linguistic point of view so that they may extend their understanding of pidgins and creoles to comprise the social and historical contexts in which they form. | 49 hours= 12 weeks | | | Students will be formatively and summatively assessed on their comprehension as well as their oral and written responses to material presented in class.  Students will write a paragraph in a brackish mix of French and English to illustrate their understanding of how two languages might mix and compare their work. | Discovering French: Rouge  Grammaire Francaise, *Jaqueline Olivier*  Anthropological Linguistics ; *William Foley* (Information from this text will be presented in the target language) |
|  | **The Francophone Caribbean**  History of French Exploration in the Caribbean: Gold, Sugar, and Slavery  Post exploration: History of the Language and Culture  Colonialism  Negritude  Echoes in Modern Society | This unit will cumulate many of the themes and topics discussed in the first and second years. Students will examine French history beyond its borders and its participation in the slave trade. Students will discuss money as a reason for exploration and the reasons that slavery took root in the Caribbean.  Students will then explore the history of the language and culture and apply what they have learned about pidgins and creoles in general to examine the specific historical context that led to the existence of the Francophone Caribbean peoples.  Students will be introduced to the basic tenets of colonialism and will learn vocabulary to express their ideas and opinions about slavery, oppression, exploration and colonization.  Students will examine the Negritude movement. Students will read selected poetry of Negritude movements and discuss how they used the language of the colonizers to resist against them. | 49 hours= 12 weeks | | | Students will fine-tune comprehension and writing skills. Students will be assessed on their completion of reading assignments and preparation for class and group discussions. Students will present individual reading assignments to the class.  Students will examine a piece of literature of a modern writer or a work of art of a modern artist and discuss how his or her writing or art is attached to the roots and history of the Caribbean and African peoples. Students will present their writer or artist to the class. | Discovering French: Rouge  Grammaire Francaise, *Jaqueline Olivier*  A Brief History of the Caribbean: From the Arawak and the Carib to the Present, *Jan Rogozinski* (Information from this text will be presented in the target language)  “Discours sur le colonialisme”, resistance pamphlet by Aimé Césaire  « Introduction à une poétique du divers », essay by Edouard Glissant  Selected poetry : Léopold Senghar, Léon Damas, Aimé Césaire |

1. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

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| Individual and external assessment requirements will be introduced in the first unit. Students will understand what expectations they will meet at the end of the course so that their preparation is as meaningful as possible.  The individual oral exam (20%) will be given during the second year of the program. The individual oral exam will be developed, executed, and assessed by the classroom IB French B instructor. The instructor will be responsible for introducing students to the topics and skills and guiding them as they develop the ability to synthesize these skills and prepare their oral presentation and speaking skills  The individual oral activity (10%) will be given in the second year as well. During the first and second years, the instructor will consistently offer opportunities for students to improve their speaking skills with one another and will maintain accurate records of a minimum of three required speaking activities. The student will be able to engage in an authentic conversation in French with fluidity and coherence.  The written assignment (20%) will be designed and supervised by the IB French B instructor. The written assignment will cumulate in March of the second year. Students will prepare an original paper written in the target language that is related to three texts based on one of the Core themes presented in the first year or the first part of the second year.  Paper 1 (25%) and Paper 2 (25%) External Assessments: These papers make up the French B examination for the IB certificate for this course. They will be written in a supervised setting and evaluated externally. Paper 1 will assess reading comprehension skills developed through the two year IB course. Students will complete many preparation exercises that will introduce them to the style and level of expectation that will be mandated for Paper 1. Paper 1 will relate to the core themes studied in French B. Paper 2 will be based on the optional themes presented in the two year IB course study. Students will create a written document in response to 1 of 5 optional topics. Students will also become familiar with the formats that they may be required use to succeed in this task. |

1. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| Topic | Link with TOK (including description of lesson plan) |
| Sensationalism: French and American Cinema | French cinema is widely regarded as a form of art, while American cinema is largely recognized as entertainment. Students will examine the budgets, the plots, and the subjects of major current and well-known American and French films. Students will incorporate the birth of cinema in France and the cultural importance the French attach to film and cinema. Students will need to critically examine the purpose of films: Is the director creating a film to express a message? Is the director creating a film that will appeal to viewers in specific ways so that his film will break record sales? Are there any products that are being sold/attached to the title or characters from the film? Is the audience aware of the way that the director wants them to feel, and what aspects of the film suggest this (music, lighting, camera angle, etc.)? |

1. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| Topic | Contribution to the development of international mindedness (including resources you will use) |
| Language and Culture: Pidgins and Creoles | Students will explore the countries that use the French language for professional and global communication. Students will specifically examine the history of the Caribbean and slavery. Students will understand how creoles are formed and how strongly brash social collisions influence the creation of new languages for the purpose of basic communication. Students will read poetry by Negritude poets from the Caribbean- and keeping in mind the historical context of the writings- will discuss the difficulty and paradox that exists in writing resistance literature in the Colonizer’s language. |

1. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| Topic | Contribution to the development of the attribute(s) of the IB learner profile |
| **The Francophone Caribbean:** Echoes in Modern Society | *“Students will examine a piece of literature of a modern writer or a work of art of a modern artist and discuss how his or her writing or art is attached to the roots and history of the Caribbean and African peoples. Students will present their writer or artist to the class.”*  Students will have examined the cultural dissonance Negritude writers and poets felt when they were forced to use the colonizers’ language to express their resistance and create a positive black identity. They **inquire** by researching modern writers and artists and examining their works and art. They become more **knowledgeable** when they are able to extend these themes to current literature or works of art that are not literature at all. They **reflect** by choosing a work that expresses the themes discussed in class in a writer or artist’s personal and sometimes abstract words or images. Through discussing how a modern writer or artist’s work is shaped by the history of his or her people they are becoming more **open-minded.** |

1. ResourcesAre instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

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| Grammar texts:  Discovering French: Rouge, *Valette and Valette*  Grammaire Francaise, *Jaqueline Olivier*  Necessary texts and films have will be provided for the class, including but not limited to:  Les 400 Coups, *François Truffaut*  Au Revoir Les Enfants, *Louis Malle*  Biography : François Truffaut ; Biography : Louis Malle  La France pendant la seconde guerre mondiale: Atlas Historique  Le Medecine de Villeneuve, *Louis Aragon*  Le Petit Prince, *Antoine de St. Exupéry*  Histoire de la Révolution Française, Vol. I, ; *Adolphe Thiers*  Les Misérables ; *Victor Hugo*  Selected poems, Victor Hugo  Olympia, ou la vie de Victor Hugo, *André Maurois*  A Brief History of the Caribbean: From the Arawak and the Carib to the Present, *Jan Rogozinski* (Information from this text will be presented in the target language)  Anthropological Linguistics ; *William Foley* (Information from this text will be presented in the target language)  Essay : “Introduction à une poétique du divers”, *Edouard Glissant*  “Discours sur le colonialisme”, resistance pamphlet, *Aimé Césaire*  Selected poems from Léopold Senghar, Léon Damas, Aimé Césaire  French/English dictionaries  Satellite Programming or online access to French news programs to provide accurate and current news about global events in the authentic target language  Individual recording devices for oral activity preparation assessment  Subscriptions: “LeMonde”; “Alternatives Internationales” |